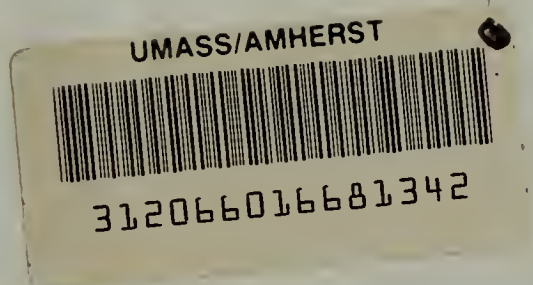


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HIGH SCHOOL - ARTS
PRO ARTS

941-11



GOVERNMENT DOCUMENTS
COLLECTION

February 14, 1994

MAY 13 1994

Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

University of Massachusetts
Depository Copy

OFFICE OF EDUCATION

Dear Secretary Robertson:

Enclosed are three copies of Part I of the charter school application from the Pro Arts Consortium for the founding of a high school of the visual and performing arts in Boston.

Because our proposed start date would not precede September, 1995, and because our plans for establishing the school are contingent on obtaining funding for the planning and development stages, we are submitting only the first section of the charter application.

This application will serve both to confirm the Consortium's interest in founding a high school for the arts and to explain our preliminary plans for doing so.

We are enthusiastic about the new opportunities for public education that the charter schools provide and commend you for your initiative on this significant and exciting program. We look forward to hearing from you.

Sincerely,

William F. O'Neil
President
Pro Arts Consortium

Professional Arts Consortium, Inc.

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

The Professional Arts Consortium, Inc.

Name of organization/group filing for charter school status

Contact Person Name:	Linda Sevey
Signature:	Date: / /1994
Title:	Executive Director
Address:	621 Huntington Avenue
City:	Boston
State:	Massachusetts
Zip:	02115
Telephone:	(617) 731-4231
Fax:	(617) 566-4034

Commonwealth of Massachusetts

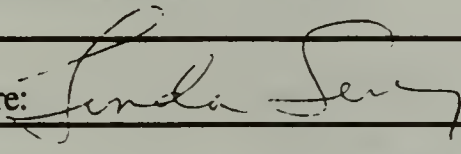
Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Linda Sevey

Signature: 

Date: 2/14/94

Address: 621 Huntington Avenue City: Boston

State: MA

Zip: 02115

Tel: (617) 731-4231

Name:

Signature:

Date:

Address:

City:

State:

Zip:
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If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

CHARTER SCHOOL APPLICATION

PREPARED BY

PRO*arts*

PROFESSIONAL ARTS CONSORTIUM
621 HUNTINGTON AVENUE
BOSTON, MA 02115

TEL: (617) 731-4231

FAX: (617) 566-4034

BERKLEE COLLEGE OF MUSIC • BOSTON ARCHITECTURAL CENTER •
THE BOSTON CONSERVATORY • EMERSON COLLEGE • MASSACHUSETTS
COLLEGE OF ART • SCHOOL OF THE MUSEUM OF FINE ARTS

CHARTER SCHOOL APPLICATION

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I. Mission Statement

The mission of the high school for the arts will be to:

- provide students with interest, talent and ability in the visual and performing arts the opportunity to develop their talents beyond the level of training available in most public school programs and to offer the best possible training in the visual and performing arts in an interdisciplinary arts environment.
- provide a rigorous scholastic program where the arts add depth to and enhance the learning of academic subjects.
- bring together students of diverse ethnic heritage into a community where cultural differences become a source of inspiration and understanding.
- encourage and develop in all students the knowledge, skills and beliefs to enable them to reach their fullest artistic potential and to become creative, engaged, global citizens.

II. School Objectives

ARTISTIC AND ACADEMIC OBJECTIVES

The high school for the arts would provide a sound foundation in academic subjects combined with intense and individualized training in the visual and performing arts. The arts curriculum, created by professional educators and artists, would include courses in each of the following areas: Fine Art and Design; Architecture; Theatre; Literary Arts; Media Arts; Vocal Music and Instrumental Music and Dance. Performances and exhibitions would be considered a part of the curriculum and learning process.

Education experts at the secondary level would design an academic curriculum that is contemporary, comprehensive and responsive both to the arts program and the school's potential constituencies with courses that reflect Boston's historical, aesthetic and multicultural heritages. Integration of the arts into the academic curriculum would be a key aspect of the school program and could provide a model for other schools not specializing in the arts.

NON-ACADEMIC/PERSONAL DEVELOPMENT OBJECTIVES

The high school would seek to foster personal growth; enhance ethical, social and moral responsibility and prepare students for productive, creative professional and private lives. Personal development goals for students are rooted in the belief that the establishment of a successful career in the arts requires not only the mastery of craft or technique, but also the development of a healthy, individual with an informed awareness of wellness issues, ways of establishing and maintaining positive relationships, and the value of contributing to society through one's art.

COMMUNITY ENVIRONMENT OBJECTIVES

The high school would strive to provide an inviting, safe, multicultural environment alive with artistic energy in a setting which:

- instills respect for the rights and works of everyone
- encourages cooperative endeavors among individuals and groups
- promotes an understanding of the benefits of student governance and encourages student participation in governing the school
- celebrates human diversity.

Convinced that an extended family of parents and neighborhood is critical to the success of the school, administrators would work to strengthen ties with parents and local community leaders.

III. Statement of Need

Unfortunately, public school arts programs in Boston and elsewhere have been notoriously underfunded and unable to serve the needs of their talented students; many public schools in the State have fallen short of providing even a basic education in the arts for their students.

Although many schools specializing in the arts exist and thrive throughout the nation, Boston remains one of the few metropolitan centers in the United States without a high school for the arts. In Massachusetts we have been able to identify one private school, the Walnut Hill School for the Performing Arts in Natick and only one public school program—the Burncoat School, a magnet middle and high school program in Worcester, that specialize in the arts at the secondary level. Member institutions of the Pro Arts Consortium, while attracting students from all over the United States and the world, consistently have experienced difficulty in identifying qualified students with suitable background preparation from our own Boston area.

Within the present public system, there is no resource for metro-Boston area students with an interest and talent in the arts to obtain pre-professional training. A high school for the arts would provide this training. The high school would also provide a laboratory for re-

thinking some traditional academic patterns; for example, the concept of lengthening the school day to give students time to develop their art, while simultaneously meeting academic criteria would be explored. Based on reports from existing arts schools across the United States, a high school for the arts has the power not only to train young artists, but to serve as a model and inspiration to the entire greater Boston community and the Commonwealth of the value of an education in the arts.

IV. School Demographics

Ideally the high school will be located in Boston in the Back Bay/Fenway area—the neighborhood of the six Pro Arts Consortium institutions. A facility has yet to be identified. Boston is an ideal location with its diverse ethnic population, its rich history and wealth of cultural institutions and opportunities.

Proximity to the Pro Arts institutions is important so that resources of the colleges, such as specialized arts equipment, studios and performance space, can supplement the high school's facilities.

The high school would draw students from the entire metro-Boston area. As Boston institutions, the members of the Pro Arts Consortium have a special commitment to meeting the educational needs of inner city Boston students. It is anticipated that enrollment figures in the high school would approximate 150 students in each of grades 9 and 10, and approximately 100 each in grades 11 and 12. It will take time to build a pool of talented youth in Boston especially, because training in the arts has been so sparse. A total enrollment of approximately 500 students is what is currently estimated as an enrollment goal providing numeric depth and breadth for the variety of undertakings required.

V. Recruiting and Marketing Plan

Through marketing efforts for our annual *Careers in the Arts* program for teenagers in the metro Boston area (sponsored with the Higher Education Information Center) Pro Arts has developed contacts with Boston youth service agencies, neighborhood programs, cultural organizations and local dance and music schools.

The six Pro Arts institutions have already formed close ties with guidance counselors and teachers in Boston area public and private schools through the work of their Admissions officers, art education departments and other outreach efforts and programs in the schools.

As the identity and staffing of the school gradually emerges, a comprehensive recruiting and marketing plan will be developed.

VI. Admissions Policy

The policy would require that students interview and audition or present a portfolio for admission to the school to demonstrate artistic potential or past training. There would be an academic grade average requirement as well.

If needed, programs designed to strengthen academic skills would be developed and offered in a summer session and perhaps even concurrent with the school year in order to prepare students for admission as well as to retain some students in the program. Maintaining the highest standards, expectations and quality of academic programs and training will be essential to the school's success; critical as well to the vitality of the school will be attracting and maintaining ethno-cultural diversity within the student body. A policy of non-discrimination on the basis of race, religion, age, disability, gender, sexual orientation, and national origin will be maintained and promoted. An admissions policy goal would be that the school population reflect the diversity of Boston.

VII. Profile of Founding Coalition: Pro Arts Consortium

The Professional Arts Consortium is an association of six Boston institutions of higher education that specialize in the visual and performing arts—Berklee College of Music, Boston Architectural Center, The Boston Conservatory, Emerson College, Massachusetts College of Art, and the School of the Museum of Fine Arts. Located in Boston's Back Bay, these institutions share a geographic neighborhood as well as a common purpose, for they are all dedicated to the visual arts, performing arts or architecture. Most Pro Arts member institutions are over one hundred years old; all have national and international reputations for excellence in arts training. Combined Pro Arts member institution enrollment totals nearly 9,000 undergraduate and graduate students; faculty of all six member institutions totals over 1,000 professional artists and educators. Incorporated in 1984 as a non-profit, 501(c)(3) organization, Pro Arts coordinates programs to enrich and expand its members' resources as well as to support the arts and arts education in Boston and the Commonwealth.

Historically, Pro Arts has strong ties with arts education on the secondary level. In 1985 and 1986 the Consortium offered *Pro Arts Summer*, a six-week residential program designed for artistically-talented high school sophomores, juniors and seniors across the State. The summer program, funded by the Board of Regents of the Commonwealth, gave students the opportunity to explore all the arts while strengthening their own special talents.

The vision of a high school for the arts in Boston was stimulated by this summer program experience and during that period the Consortium began work on a strategy to establish an arts high school within the existing Boston Public School framework. Although the goal was not realized at that time, today we see the charter school as a fresh opportunity to revive and refurbish this vision.

The Consortium will bring its considerable talents and resources to this endeavor. Unique facilities belonging to the colleges, such as costly, specialized equipment for visual arts, and exhibition and performance spaces will supplement the high school's facilities. Where possible and appropriate, faculty from the Pro Arts member institutions will serve as high school teachers, and also give guest lectures, demonstrations, workshops, master classes

and other enrichment opportunities to students and faculty. Pro Arts faculty and staff of artists, educators and administrators form a broad base of expertise for mentoring and partnership programs. Naturally, the high school would have its own core of full time, appropriately-qualified teachers enriched by available resources of the Pro Arts member institutions and supplemented by teaching specialists drawn from these institutions. Students at the six colleges will also contribute to the high school program as student teachers, mentors and by serving as role models. The potential for creating a rich, exciting curriculum and learning environment through the collaboration of the colleges with the high school is enormous.

Although the Consortium has no immediate plans to include other partners in the founding of the school, Pro Arts would not be opposed to exploring a potential collaboration with other arts/cultural groups in Boston.

VIII Timetable. *Included below is an outline of events along with approximate dates leading to the opening of the school. Because this application is a preliminary statement of intent rather than a fully conceived plan, and because the planning phases and founding of the school are dependent on securing grants, the schedule is incomplete. Dates indicate that stages are overlapping.*

Stage I: Preliminary Planning—June 1993-October 1994

- Internal meetings and identification of resources within participating institutions
- Consultations, meetings with officials and representatives of the City of Boston and the State
- Research of existing models
- Application submission to Executive Office of Education—February 15, 1994
- Approval of application by Executive Office of Education—March 15, 1994
- Identification of potential resources—Fundors; cooperating cultural institutions and/or partners; buildings; consultants
- Board approval/solicitation of support of trustees of member institutions
- Search for funders of Stage II (conceptual and planning phase)

Stage II: Conceptualization and Planning Phase—March 15, 1994-October 1994
Funding Required: \$40,000-\$50,000

- Appointment of task force—representatives from each Pro Arts institution
- Expansion of task force to advisory team including representatives from potential partnering group(s), education programs, metro-Boston and local consultants
- Meetings with national consultants and advisors
- Coalition-building with Boston area arts/cultural/educational groups
- Visits to model arts high schools in other cities
- Continued search for and possible identification of building to house school
- Development of broad business concept—general costs for startup, rehabilitation of building, operating costs
- Development of curriculum concepts for arts, academic and personal development education
- Recruitment of funders for Stage III

**Stage III: Developing the Concept into a Working Plan—June 1994-
September 1996**

Funding Required: \$250,000

- Legal review of plans
- Advertise for, recruit, hire planning director
- Continuation of meetings with advisory team headed by planning director
- Development of business plan and cost analysis
- Development of administrative structure of school; development of standards for hiring teachers; role of parents
- Development of recruitment and marketing plans
- Full development of curriculum with subcommittees of experts in fields of study in arts and academics
- Development of plan for involving local arts groups in instruction, timing, internships, mentoring, etc.
- Renovation of facilities
- Planning of day to day operation of school
- Secure funding for startup costs
- Identification of building with list of needs and costs of renovation
- Obtain funding commitments needed to support ongoing multi-year needs of school based on business plan costs analysis.

Stage IV: Opening of the High School of the Visual and Performing Arts

Funding Required: to be determined

Earliest Anticipated Opening Date: September 1996

IX Addendum

PRO ARTS CONSORTIUM BOARD OF DIRECTORS

PRESIDENT

William F. O'Neil, President
Massachusetts College of Art
621 Huntington Avenue
Boston, MA 02115
232-1555 ext. 200

George Terrien, AIA, President
Boston Architectural Center
320 Newbury Street
Boston, MA 02115
536-3170

VICE PRESIDENT/TREASURER

Lee Eliot Berk, President
Berklee College of Music
1140 Boylston Street
Boston, MA 02215
266-1400

Bruce K. MacDonald, President
School of the Museum of Fine Arts
230 The Fenway
Boston, MA 02115
267-6100

SECRETARY

Jacqueline W. Liebergott, President
Emerson College
100 Beacon Street
Boston, MA 02116
578-8525

William A. Seymour, President
The Boston Conservatory
8 The Fenway
Boston, MA 02215
536-6340

